



香港教育大學

The Education University
of Hong Kong

STRATEGIC PLAN

策略發展計劃

2016-2025



Contents

02 / Council Chairman's Foreword

03 / President's Message

04 / Our Vision

04 / Our Mission

04 / Our Core Values

05 / The Planning Context

09 / Key Strategic Areas

10 Academic Development

20 Research and Knowledge Transfer

26 Management and Infrastructure

33 / Implementation and Evaluation

34 / Achievements Highlights 2013-2016

Council Chairman's Foreword



It is my greatest pleasure to present to you the *Strategic Plan 2016-2025* of The Education University of Hong Kong (EdUHK), which will guide us through the coming decade as we look to the future and start a new chapter after the successful conclusion of our university title pursuit.

It is indeed most opportune for us to chart the way forward for EdUHK at this juncture by re-examining and taking stock of our traditional strengths, emerging academic disciplines in Education-related areas as well as the milestones we have together achieved. The key question that is central to our planning process is how best EdUHK can take the lead in responding to the rapidly changing global and local landscapes, all of which will have far-reaching implications for the future delivery of Education and the roles of teachers and educators.

As the first Strategic Plan for this newest publicly funded university in Hong Kong with a primary focus on teacher education, this document articulates our vision, mission, core values and strategies that will shape and guide EdUHK's developments under our 'Education-plus' approach.

Education creates knowledge, understanding and the capacity to transform life and society. While standing fast to our core mission in Education, we will continue to raise our profile and impact locally, regionally and internationally. We are committed to nurturing outstanding and caring educators and professionals who can in turn make a difference in the coming generations to ensure the sustainable betterment of the community.

Please allow me to take this opportunity to pay tribute to all Council Members as well as academic and administrative colleagues for their innovative ideas, invaluable inputs and insightful views in formulating this Strategic Plan. We have worked together as a team to help move EdUHK forward, and I have every confidence that this young, bold and thriving university will continue to go from strength to strength and make an impact on education in Hong Kong, the Asia Pacific region and beyond.

A handwritten signature in black ink, appearing to read 'Pang Yiu Kai'.

Dr PANG Yiu Kai, GBS, JP
Chairman of the Council

President's Message



Strategic planning is crucial to any university in realising its vision and mission as it achieves its goals. This is especially the case for The Education University of Hong Kong (EdUHK), a new-born university with a unique mission in teacher education and complementary disciplines.

In this connection, I am pleased to present the *Strategic Plan 2016-2025*, which represents the collective wisdom of our University community gained through an extensive engagement exercise. It reflects our strong commitment to making continuous enhancements in learning, teaching, research and knowledge transfer, and our aspiration of having positive impacts on social progress and human development in the local, regional and global contexts.

In the process of formulating the Plan, we gave serious thought to what we aspire to be and how we can make a difference, given our leadership role in the education sector, our rich heritage and strong alumni network, and our critical mass in Education and complementary disciplines. Our consensus, arrived at through vigorous deliberations, is to adhere to the 'Education-plus' approach that has been so well tested.

Education matters, and this is very close to our heart. It is our firm belief that EdUHK must respond to the dynamic and changing external environments in leading education and its development. We consider it important to nurture competent teachers, promote innovative learning and teaching, strengthen education leadership, foster students' whole person development and focus on impactful research.

The priorities set out in the Plan cover three key strategic areas: academic development, research and knowledge transfer, and management and infrastructure. High on our agenda will be curriculum innovation at the undergraduate level, new approaches to pedagogy and assessment, interactive and borderless learning through new technologies, postgraduate education with market distinctiveness and the synergies of interdisciplinary and multidisciplinary research expertise and scholarship in serving the sector and the community, among other things.

I would like to express my sincere gratitude to all internal and external stakeholders, who so kindly gave wise counsel and constructive inputs in the planning process and helped shape the University's blueprint for the next decade. By nature, the Plan is not a document carved in stone, and reviews will be conducted along the way to accommodate new developments and capture new opportunities that may arise. I look forward to working with all stakeholders in executing the initiatives in the years to come to take EdUHK to a new height.

A handwritten signature in black ink, appearing to be 'S. Y. L. Cheung', written in a stylized, cursive manner.

Professor Stephen Y. L. CHEUNG, BBS, JP
President

Our Vision

We will further enhance our role as a leading university in the Asia Pacific region and beyond, with a focus on educational research, development and innovation. We will continue to raise our profile and impact locally, regionally and internationally through our high quality research and scholarship. We are committed to nurturing outstanding and caring educators and professionals who contribute constructively to sustainable social and economic development in Hong Kong and beyond.

Our Mission

Committed to the Education-plus approach, our primary mission is to lead educational innovation, and to promote and support the strategic development of teaching, teacher education and disciplines complementary to education by preparing outstanding and morally responsible educators and professionals while supporting their lifelong learning.

We will:

- provide a multidisciplinary learning and research environment beyond education that is conducive to intellectual pursuits, free thinking and speech, advocacy of policy and practice, and the promotion of collaboration and diversity;
- enhance professional teacher and teaching education programmes and programmes in disciplines complementary to education with innovative curricula which will enrich students' experiences and enable them to realise their personal potential as well as their educational and career goals;
- prepare our students to become educators and professionals who can integrate theory and practice, and who are creative, innovative, intellectually active, entrepreneurial, socially caring and globally aware;
- foster a vibrant research culture and environment which contributes to the advancement of knowledge, scholarship and innovation, with a sustainable impact on social progress and human betterment; and
- engage in knowledge transfer activities which contribute to the development of the University and the wider community while serving the needs of educational and social development locally, regionally and internationally.

Our Core Values

- Professionalism
- Innovation
- Moral responsibility
- Societal caring
- Global awareness

The Planning Context

Our Heritage and Achievements

The Education University of Hong Kong¹ (EdUHK) is a publicly funded institution, providing a full range of programmes at sub-degree, undergraduate, taught postgraduate and research postgraduate levels. It has inherited a rich legacy from the former Colleges of Education which established a strong foundation for teacher education in Hong Kong. We are the leading provider of school teachers in Hong Kong, nurturing approximately 1,000 professional teachers at pre-primary, primary and secondary levels each year – over 80% of trained kindergarten and primary school teachers and 30% of trained secondary school teachers are our graduates. We are also a pioneer in special needs education. Our graduates have been the recipients of about 75% of the Chief Executive's Award for Teaching Excellence since its inception in 2003/2004.

With more than 450 academic staff, we have a robust team of experts in education and disciplines complementary to education in Hong Kong. These experts engage in and support teaching, research and knowledge transfer. The latest Quacquarelli Symonds (QS) World University Rankings by Subject (2017) places the University 13th in the world and 2nd in Asia in the area of Education.



The Education-plus Approach

Founded upon EdUHK's programme accreditation status in education, the Education-plus approach was first developed to enhance teacher education by providing students with access to multidisciplinary learning experiences. EdUHK has introduced programmes in disciplines complementary to education, thereby creating synergies between the two categories of programmes. Under the common core curriculum framework, students are required to study at least one elective course from outside their home faculty, and may choose to pursue a second

Milestones

1881

First Government Normal School established

1939-1982

Founding of Northcote Training College, Grantham Training College, Sir Robert Black Training College, The Hong Kong Technical Teachers' College and The Institute of Language in Education

1994

HKIEd established by amalgamating the former Colleges of Education

1996

HKIEd came under the aegis of the University Grants Committee (UGC)

1998

First degree programme launched

2004

Self-accrediting status in teacher education programmes granted by the Government

2009

The Government endorsed the stand-alone option proposed by the UGC's Review Group for HKIEd to become an Education-focused and research-strong institution with the provision of a cross-disciplinary learning environment

2013

HKIEd conferred the degree of Doctor of Philosophy on the first batch of graduates

2014

HKIEd submitted an application for university title to the Education Bureau

2015

The UGC submitted its review report to the Education Bureau, recommending that a university title be awarded to HKIEd

2016

HKIEd was renamed The Education University of Hong Kong by ordinance on 27 May 2016

¹ It was formerly called The Hong Kong Institute of Education before it was renamed The Education University of Hong Kong by ordinance on 27 May 2016.

major or minor outside their programme area. With the provision of an extensive array of programmes, the resultant multidisciplinary learning environment enables students to interact academically and professionally across disciplines, thus broadening their horizons and enriching their learning experiences.

Education-plus has been realised primarily across UGC-funded programmes in social sciences, humanities and creative arts and culture [i.e. BA (Creative Arts and Culture), BA (Language Studies), BSocSc (Global and Environmental Studies), and BSocSc (Psychology)]. We have capitalised on the strength of these programmes by providing a multidisciplinary learning environment where teacher education students can take second majors, minors or electives in these newly offered programmes.

New postgraduate programmes have also added to the academic strength of the University. There are examples in each Faculty where specialists have worked across their disciplines to provide distinctive paths of study to different groups of students. Some of these degree tracks have significant educational components, while others are built upon strengths in the complementary disciplines. As an important provider of postgraduate education in Hong Kong and beyond, the University offers Doctor/Master of Philosophy, Doctor/Master of Education and master's programmes in disciplines complementary to education.

The University's continuing implementation of the Education-plus approach will ensure:

- (a) a focus on the core mission of teacher education;
- (b) the development of a multidisciplinary environment that supports student learning; and
- (c) a research environment that stimulates innovations in learning and teaching in the community, region and beyond.

Changing Global and Local Contexts

As one of the top international financial centres, Hong Kong is vulnerable to the challenges posed by competition from emerging economies and globalisation. Perceptions of learner needs are adjusting to the shift from a closed talent economy to an open one with enhanced competition in innovation and technology. Such changes call for greater global awareness and an increased understanding of sustainability issues.

Locally, the rapid development of cultural and creative industries can bring about a more diversified and sustainable type of economic development. Government initiatives are underway to shape Hong Kong as a financial and technology hub. Ageing populations lead to an increasing demand for health and social services. Measures are needed to boost both the quality and quantity of our workforce. There is an unprecedented drive for tertiary institutions to play a key role in promoting innovation and creativity.

All these changes will pose great challenges to the higher education sector in Hong Kong in the coming decade. A response from the University, particularly in the areas of academic development, research and knowledge transfer, is therefore central to future planning. With challenge comes opportunity, and a fitting response from the University to the current pressures for change will ensure that it thrives.

Our Key Role in the Education Sector

In the 21st century, rapid changes in the global environment, in societal demand and community needs have had far-reaching implications for how education should be delivered. When information is readily available on the internet, teachers need to do more than simply pass on knowledge; they need to also act as facilitators of learning to help students source, select and analyse information. The teachers' function, therefore, reaches beyond the classroom. Not only should they serve as role models, but they should also facilitate students' whole person development, mentor career paths, contribute to school support teams, and engage with the community.

As the largest provider of teacher education in Hong Kong, the University's role in leading education and policy discourse is of paramount importance. We are committed to nurturing competent teachers; promoting innovative learning and teaching; strengthening the provision of education leadership training; fostering students' whole person development; and emphasising excellence in research with an impact on education, social progress and human betterment.

First, we **nurture competent teachers** by emphasising the core competencies of positive personality, positive work attitudes, cooperation and teamwork, interpersonal skills, and professional knowledge and skills. Strengthened by its incorporation of these elements, our curriculum also promotes the often neglected traditional values of professional ethics, positive education, and Chinese culture. Starting from 2016/17, all full-time undergraduate students will be given the opportunity to take one 3 credit-point course in the *Positive and Values Education (PAVE)* strand in the undergraduate curriculum. The PAVE courses aim to help students identify and consolidate the positive values infused in EdUHK's broader course goals and generic outcomes, which are contiguous to education's broader social aims.



Second, **innovative learning and teaching** fosters a mindset that is adaptable, open to new learning and equipped with the transferable skills required by the profession. The wide adoption of digital technologies means that students must not only develop skills in the use of digital tools, but also acquire a fundamental understanding of the technology's underlying principles, and grasp how to maximise their potential in learning, professional development and teaching. 'Coding education' for computational thinking development is therefore vital for students to gain this understanding, and may also help them to conceptualise and produce their own Apps for education. To disseminate a deeper knowledge of digital technologies to the community, we provide a learning environment for students to acquire coding knowledge, as well as the computational thinking skills involved in Apps development.

Barriers between and among subject disciplines often stifle creativity. We strive to break down these barriers by encouraging multiple perspectives of appreciation and respect. We also emphasise basic entrepreneurial education by raising students' awareness of risk-taking and its meaning, e.g., by identifying the risks in starting a business. Likewise, it is important for the young generation to understand that every decision entails an opportunity cost. More generally, we promulgate enterprise concepts and their associated skill sets through establishing partnerships between enterprises and secondary schools.

Third, we will **strengthen our provision of education leadership training** in schools, particularly at the middle and senior levels. As experienced teachers tend to take up administrative positions, they are expected to act as leaders not only in the classroom, but also in the school. We will provide teachers with the leadership training programmes that meet their diverse needs at different points in their teaching careers.

Fourth, one of the University's missions is to **foster students' whole person development** so that they can become competent professionals as well as active and engaged citizens ready for autonomous lifelong learning. Complementary to the formal curriculum, non-formal learning is an essential component of students' whole person development. Students are provided with non-formal experiential activities and other local and non-local learning opportunities focused on leadership development, student empowerment, national and global awareness, campus life enrichment, experiential learning enrichment, and global and cultural enrichment activities.



Fifth, the University's Research and Development philosophy **emphasises excellence in research with an impact on education, social progress and human betterment**. Research with these objectives in mind directly influences teaching as well as knowledge transfer (KT). Research-led teaching is regarded as fundamental to a university whose core mission is in teacher education, and KT enhances links with the community and practitioners.

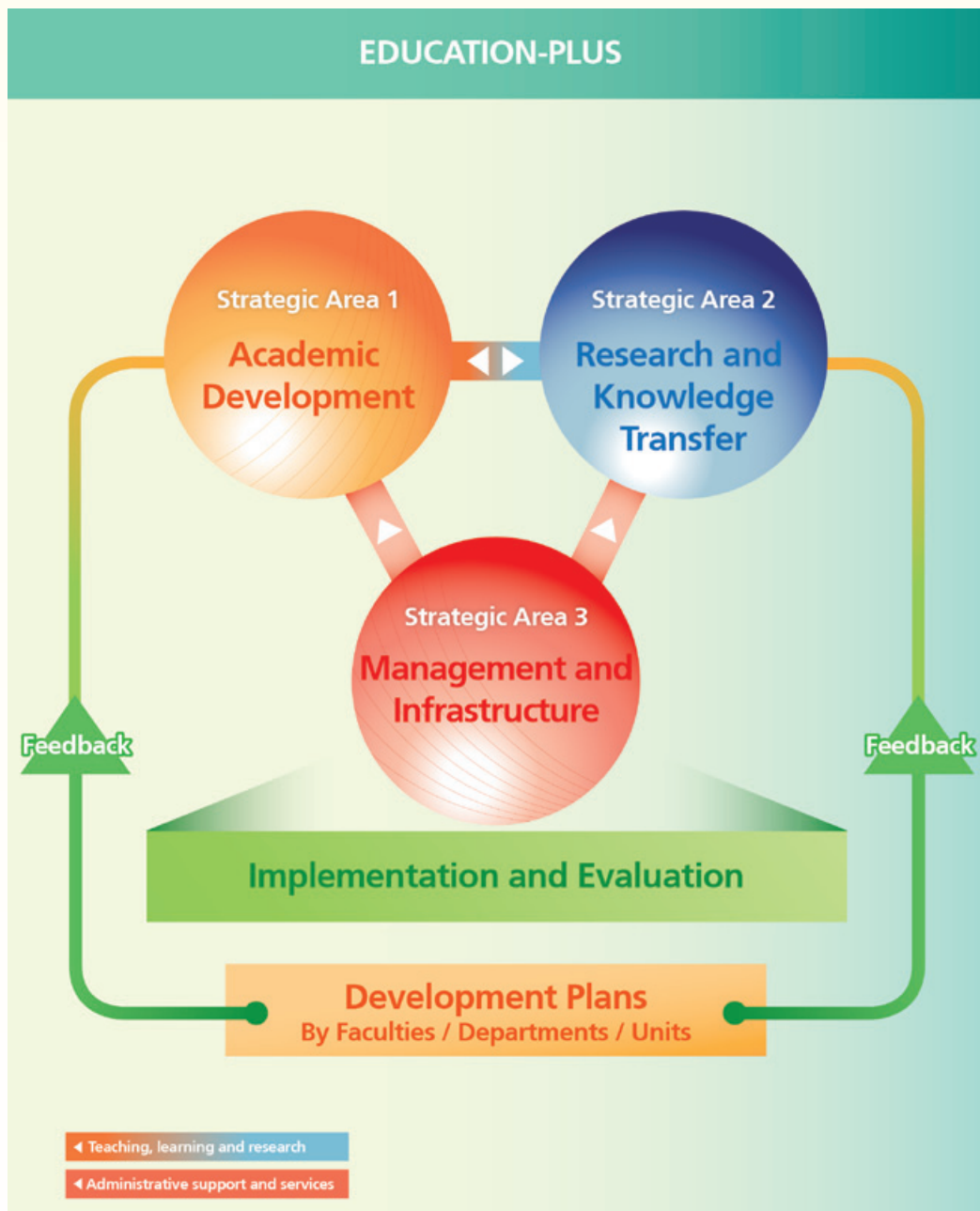
University- and Faculty-level research centres attest to the importance of research in achieving the objectives of the Education-plus approach. These centres not only pursue focused research activities in priority areas, but also offer students comparative perspectives and international analyses of major issues related to education and development, family and community, globalisation challenges and policy responses to a range of significant social, educational, cultural and political issues.

The University has adopted an evidence-based approach to assessing good practice in learning and teaching. Our academic staff are asked to report on the use of research and research outputs in their learning and teaching activities. Research informs learning and teaching, including course development and contents. We actively translate our research findings into the enhancement of teaching, teacher education, school management, student learning and policy advocacy. The teaching-research nexus also contributes to the development of postgraduate students, particularly in the area of pedagogy.

Key Strategic Areas

Our priorities in the next decade cover three areas - Academic Development, Research and Knowledge Transfer, and Management and Infrastructure. Driven by the Education-plus approach, these themes support each other with set objectives and targets.

Strategic Planning Framework 2016 – 2025





Academic Development



1. 'Nurturing Future Educators and Social Leaders' through curriculum innovation

As the sole university with a primary focus on teacher education in Hong Kong, we aim to nurture competent teachers who in turn will make a difference in the coming generations, thus creating a virtuous circle to ensure the continuous and sustainable betterment of the community. As we extend our expertise in Creative Arts and Culture, Humanities and Social Sciences, our graduates of these disciplines complementary to education will put their knowledge and skills to good use in their careers.

These positive outcomes require a curriculum that is innovative in ways that can accommodate changing societal needs and community demands. Also, our curriculum must prepare our students for careers and lives that will require of them a broad range of academic expertise and exceptional personal qualities and values. For continuous enhancement, we have put in place relevant mechanisms including evaluation surveys and formal/informal feedback to monitor students' educational experience. We also conduct reviews on our curriculum and related policies as necessary to keep pace with the changing needs and expectations of the education sector and community at large.

In brief, we will:

- **support** students' achievement of the Generic Intended Learning Outcomes that meet the professional and language standards appropriate to future social and career needs;
- **enhance** our trilingual language support in English, Chinese and Putonghua, and provide foreign language classes e.g. in French, Japanese and Korean as one form of multi-cultural education and promotion;
- **ensure** students undergo a meaningful formal and non-formal learning experience with the goal of whole person development;
- **further develop** students' interdisciplinary learning experiences to help them cope with the prominent social, community and educational issues of the 21st century;
- **internationalise** the curriculum to ensure its relevance to a globalised world;

- **enhance** the curriculum to meet the changing global/local developments and community needs;
- **promote** research training in undergraduate teaching; and
- **obtain** full self-accrediting status for disciplines complementary to education, and develop programmes benchmarked at international standards.

A Curriculum Innovation Endeavour – the School-University-Reaching-Enterprises (SURE) Project



The provision of accurate, real-life occupational information, and true reasoning between this information and one's career-related attributes are two of the critical ingredients of effective career choice interventions. However, local occupational information for university and school students is sparse. The SURE Project aims to develop multimedia occupational information and web-based related learning materials for EdUHK and school students. In a

series of on-campus career seminars, distinguished leaders from diverse occupational fields share with EdUHK students, as well as secondary school students and career teachers, information about jobs and careers, as well as practical advice on career preparation for their fields. The events are videotaped and made available for school and public access. In addition, approximately 500 EdUHK students in three cohorts will interview workplace incumbents from different sectors, conduct research in their fields, and produce a portfolio of occupational information. Their output will subsequently be turned into learning resources for school use. Moreover, this project will conduct research work on identifying a career and lifelong planning education (CLPE) curriculum framework for EdUHK's teacher education programmes and the implementation of CLPE at secondary level.



2. Enhancing quality in education

The ultimate goal of the University has always been to nurture quality graduates who will become tomorrow's educators and social leaders. This can be achieved by ensuring quality in education through our clear and well-established quality assurance and enhancement mechanisms.

Thus, we will:

- **explore and develop** new approaches to pedagogy, embrace innovation in assessment, and use research to inform teaching;
- **enhance** schemes to promote the quality of learning and teaching;
- **engage** students to take the lead in the learning and teaching process; and
- **strengthen** efforts to recruit quality students.

Outstanding Achievement of Our Graduates – Chief Executive's Award for Teaching Excellence



Photo: The Information Services Department of the Hong Kong S.A.R.

Organised by the Education Bureau, the Chief Executive's Award for Teaching Excellence recognises teachers who demonstrate exemplary teaching practices with a view to fostering a culture of excellence in the teaching profession. Since its inception in 2003/2004, around 75% of the awardees have been graduates of the University.



3. Facilitating learning sans frontières

The developments and trends in mobile technologies and new digital media have allowed learning to happen anytime and anywhere. Our role in the coming decade is to harness these digital technologies to facilitate active, constructive and interactive learning across borders.

Thus, we will:

- **promote** an innovative, borderless and interactive e-Learning approach;
- **adopt** innovative e-Technology in course delivery; and
- **provide** students with an enjoyable, successful and satisfying learning experience through effective blended modes and overseas learning.

Facilitating Mobile Learning – Coding Education for Primary Schools



Funded by the Hong Kong Jockey Club Charities Trust, The Education University of Hong Kong together with MIT (Massachusetts Institute of Technology) and City University of Hong Kong will run this Coding Education for Primary Schools project for four academic years from 2016 to 2020.

Problem solving and digital literacy are widely acknowledged as two of the most valuable skills for the 21st century. 'Coding' is the ability to write programme language providing instructions to

computers, and is one of the most effective means of developing digital literacy, problem-solving skills, logical thought and computational thinking.

This project aims to design a curriculum that increases the computational thinking and coding skills of upper primary pupils with the intention that this curriculum will be adopted in the school curriculum. The project will recruit 32 local primary schools to introduce coding education to over 16,500 students for 2-3 years. School pupils and our student teachers will both benefit from this coding project.

One of the implementers of this project, the Coding Education Unit in the Centre for Learning, Teaching and Technology of the University has been set up to provide a learning environment for students to acquire the knowledge of coding and computational thinking skills through the development of Apps, with the aim of disseminating the technology to the community.



4. Leading in teacher education

As we strive to be the leader in teacher education in Hong Kong, the teaching standards of our graduates are high on our agenda. We ensure that our teacher education programmes meet or exceed the expectations of local and international communities by making reference to teacher standards laid down by authorities such as the local Committee on Professional Development of Teachers and Principals and other overseas standards, e.g., those of the UK. Our curriculum will be broadened through the enhancement of co-curricular and service learning courses to provide mind-broadening and experience-based service learning beyond the traditional classroom-based curriculum. Our graduates will excel in both subject knowledge and pedagogical skills.

We will continue to support the goal of on-going professional development with a range of programmes for in-service teachers and practitioners. We will extend our provision of professional training to trainers in other professional sectors, for example, through our BEd (Professional and Vocational Education) programme. We will remain a leading advocate for educational development and change in Hong Kong through top-notch research and knowledge transfer, strengthening and maintaining our strong ties and partnerships with schools, major local school sponsoring bodies and non-governmental organisations. In short, we will maintain our efforts to be a recognised hub for building community awareness of educational issues.

In brief, we will:

- **enhance and enrich** our teacher education programmes through on-going review and refinement;
- **address** the needs of the government/school sector, for example, the latest developments of the Committee on Professional Development of Teachers and Principals (COTAP);
- **provide** a broad-based curriculum with the incorporation of positive education and service learning elements;
- **nurture** the graduates of our teacher education programmes as leading thinkers and practitioners in the education profession;

- **enhance** pedagogical competence through our teacher education programmes, and contribute to the development of education in Hong Kong;
- **engage** local and international communities on key educational issues that help shape the formulation of policies and practices to enhance educational and human capacity development;
- **develop** disciplines complementary to education (Humanities, Social Sciences, and Creative Arts and Culture) at taught postgraduate level; and
- **strengthen** academic training at the undergraduate level by helping students to find and take advantage of the synergies between teacher education and disciplines complementary to education.

Contributing to Secondary Education in Hong Kong – A Study of Confucian Analects and Modern Society



The Confucian Analects are the collection that best represents the thoughts and deeds of China's first and greatest teacher, Confucius, and his students. A classic text for understanding traditional Chinese culture, the Analects set down an approach to life by exploring ethics, the nature of virtue, courtesy, intellectuality, loyalty, filial piety, friendship and much else. Although the book was published over 2,000 years ago, its wisdom transcends time and place.

Organised and co-organised by The Education University of Hong Kong and the International Classics Culture Association, this project is funded by the Quality Education Fund of Hong Kong. It aims to enhance junior secondary students' Chinese language proficiency through the study of the Confucian Analects from a modern perspective. A set of teaching materials consisting of 12 chapters that contextualise their timeless perspectives that have been aligned with contemporary student interests has been produced. These materials take account of student language levels in order to acquaint them with the content of the Analects and show how they are relevant to modern life. Topics such as *'Did Confucius enjoy earning money?'*, *'Was Confucius superstitious?'*, *'Let's talk about how to make friends'* and *'Confucius, the Musician'* are included. Seventeen secondary schools have been selected to try out the teaching materials and related activities. The book, *'A Study of Confucian Analects and Modern Society'*, is scheduled to be published in April 2017. It is expected that the teaching materials will benefit the school community and the wider public.



5. Strengthening postgraduate provisions

The University aims to be at the forefront of teaching, research and consultancy services in the area of lifelong learning and continual professional development. To this end, we offer programmes at the postgraduate level in response to societal demand and community needs. Our signature programmes at both the master and doctoral levels epitomise our mission and define our distinctiveness in the market. In the years ahead, collaborative postgraduate degrees with leading universities in the region and overseas will be developed.

Thus, we will:

- **consolidate and refine** programme offerings at taught postgraduate level; and
- **increase** the number of quality postgraduate programmes in teacher education and disciplines complementary to education.



6. Capitalising on local and international networks

The University has been actively expanding its partnerships, collaborations and links, both locally and abroad, while maintaining its networks. The many benefits of these networking projects include providing a range of non-local experiential learning opportunities such as language immersion programmes; diversifying the student body and increasing the number of non-local students; developing a campus community that cherishes cross-cultural sensitivity and multicultural understanding and appreciation; encouraging student integration; developing joint degree programmes with local or overseas universities putting each side's expertise to good use and creating opportunities for research and knowledge transfer. Such networking projects also facilitate the building of a campus-based multicultural learning and research environment under the overarching theme of 'Internationalisation at Home'. In the years ahead, we will spare no effort in maintaining and enhancing our local and international networks.

Thus, we will:

- **establish** a learning environment of cultural and linguistic diversity in support of the development of international perspectives;
- **provide** a curriculum framework that shapes learning as a response to increasing globalisation and cross-cultural communication;
- **strengthen** links with regional and international partners and take on a leadership role in research and pedagogy; and
- **promote** internationalisation and encourage students' integration into local, regional and overseas multicultural communities.



Research and Knowledge Transfer



1. Realising the goal of becoming the leading Research and Development Centre in Education, Humanities and Social Sciences under the Education-plus approach

Research performed at EdUHK aims to produce knowledge that can be applied to teaching and learning with the aim of improving professional practice and increasing the transfer of new knowledge and skills to society for community betterment. The University emphasises the translation of research results and findings into the promotion of positive change in education, social development and the enhancement of human well-being. The increase in research capacity in recent years with an emphasis on interdisciplinary and multidisciplinary research positions the University as one of the most competitive of the eight publicly funded local tertiary institutions in Education, Humanities and Social Sciences. The University has been increasing its share of the General Research Fund (GRF) and Early Career Scheme (ECS) grants from the Research Grants Council (RGC), and has performed well in terms of competitive grant allocations from the Humanities and Social Sciences panel.

Thus, we will continue to:

- **enhance** both the quantity and quality of research outputs by building thematic research and research clusters;
- **foster** a multidisciplinary research culture;
- **promote** regional and international collaborative research by building strategic research partners and developing longer-term partnerships;
- **mentor** young academic staff in their grant applications and research writing;
- **enhance** our competitiveness in research grant applications; and
- **promote** mentoring by formalising academic mentoring practices.

Selected GRF Projects 2016/17



- **Curriculum Policy Implementation: The Concerns and Sense-making of School Leaders and Teachers in the New Senior Secondary Curriculum Reform** adds to on-going international research on educational policy to investigate the interactional processes of individuals and groups in school contexts, and will fill gaps in the research as to how school systems can work effectively.
- **International Education in Manchuria? – Polish Schools in Harbin, 1890s-1940s** analyses

the Polish community of Harbin from its beginnings in the 1890s to its end in the 1940s by focusing on the institutions and practices of Polish schooling in that city.

- **Sleep on it: Effects of Daytime Naps and Night-time Sleep on Emotional Processing in College Students** investigates the effects of daytime napping on three emotional processing functions: emotional memory, emotional reactivity, and inhibitory control in the affective domain in college students with either normal or chronically/habitually restricted sleep.
- **A Study on the Rapid Degradation Technology of Polyethylene Wastes and its Recovery of High-valued Fine Chemicals** develops new technologies for the conversion of synthetic polymers into useful chemical resources, such as fine chemicals and/or organic compounds that can be used as fuels, so as to primarily solve the energy problem as well as to relieve the environmental stress of solid waste caused by plastic.
- **Translator Professionalism in East Asia: Perspectives from Practitioners and Clients** investigates how non-literary translation practitioners and translation clients perceive translator professionalism, which is understood as not only involving knowledge and expertise but also the virtues of trustworthiness and altruism.



2. Serving local and international communities with needs-focused scholarship, knowledge transfer and community service

Knowledge Transfer (KT) refers to contributions to communities and professions through activities that disseminate our University-owned and research-based knowledge. It covers:

- (a) the application of theory and/or empirical research to professional practice;
- (b) policy research and/or research-based public engagement in topics and issues of policy relevance;
- (c) the creation of knowledge and innovation that would benefit the broader community; and
- (d) the organisation of activities that inform the general public of the relevance of our research.

KT activities are the key to the University's pursuit of effective research and innovative scholarship that extends the knowledge frontiers of the education sector and benefits the wider community. Effective research and innovative scholarship have significant benefits only if and when the knowledge generated is shared with the community. The University will therefore continue to strongly encourage its academic staff to engage in a wide range of KT activities - such as commissioned/contract projects, consultancies, professional development courses, local or international professional conferences, professional seminars and workshops as well as participating in social, community and cultural events. To ensure that our high-quality, high-impact research and innovative scholarship benefit both the community and the school sector, we will:

- **promote** KT and enhance its quality by upgrading the existing KT Unit to a KT Office within the Research and Development Office;
- **continue** to raise the public profile of the University's researchers and research output through the Research and Development Office and Library;
- **strengthen** University-Community relations with the development of new and extant regional, national and international partnerships;

- **allocate** KT funding to support and protect University-owned intellectual property by identifying strategic areas;
- **further diversify** KT activities into such areas as patent, licence and University-owned intellectual property;
- **promote** research with a social, educational and economic impact by documenting KT activities and research impacts then benchmarking them with those of the UK Research Excellence Framework (REF); and
- **engage** students in KT activities.

The Knowledge Transfer (KT) Awards Scheme 2015/16 – Grand Award Project

Models of Trilingual Education in Ethnic Minority Regions of China



This research project offers a holistic and descriptive account of trilingualism and trilingual education in China. Policy changes have led to the introduction of English language teaching and learning in primary schools. These reforms pose particular challenges to communities in ethnic minority areas, where Putonghua often competes with the minority language, and English is often taught in under-resourced schools with few trained teachers. This project involved extensive and

intensive research including investigations into school- and community-level practices, policies and perceptions relating to trilingualism in key regions, such as Xinjiang, Yunnan, Inner Mongolia, Sichuan, Gansu, Guizhou, Guangxi, Qinghai, Jilin, Tibet and Guangdong.

International symposia on the research findings and methodology were held in various provinces from 2013 to 2015. Hundreds of teachers were trained in effective pedagogical approaches to address the shortage of multilingual teachers. The project team also visited Qinghai, Yunnan, Jilin and Zhejiang to disseminate their findings and conduct KT activities with practitioners, including policy makers, teacher educators, and teachers. These KT activities can directly or indirectly benefit around 450,000 minority students in China.



3. Encouraging an active and strong research culture among academic staff and postgraduate students

We encourage our academic staff to take an active part in research. Initiatives and incentives in place include affording staff research time, promoting research with a high impact, augmenting research funding, nurturing early career researchers, creating a multidisciplinary research environment, enhancing the quality of research outputs, giving staff teaching relief, providing mentoring, and enhancing the University's research infrastructure.

The growing number of research postgraduate students arising from the University's enhanced research capacity has generated a critical mass for the promotion of an active research culture among these students. Among the ways to increase the research capacity of research postgraduate students include providing academic guidance and support, enhancing students' academic writing and research skills, enriching students' international experiences by offering financial support for students to attend and present at international conferences, and offering financial assistance to support their research activities.

To maximise the benefits and synergies among academic staff and research postgraduate students and to increase the quantity and quality of research outputs, we will:

- **promote** interaction and dialogue among academic staff and postgraduate students through informal exchange and departmental and inter-departmental research seminars;
- **encourage** academic staff and postgraduate students to disseminate research findings; and
- **encourage** postgraduate students to publish or co-publish in quality academic journals.



Management and Infrastructure



1. Ensuring effective and efficient management

The University subscribes to a participatory and transparent management culture and believes that the key to effective and efficient management is for staff to share the concept of self-accountability – demonstrating a sense of responsibility and ownership while at the same time contributing to the fulfilment of the University objectives. Effective and efficient management can optimize the use of both academic and administrative staff time, raise productivity, and facilitate stronger cultures of learning, teaching and research. We are committed to a series of actions to strengthen the skills of staff in leadership positions, to re-affirm our commitment to high quality teaching, to promote values that recognize exceptional performance through the implementation of effective human resources policies, to enhance operational efficiency, and to strengthen our funding position.

In the coming decade, we will:

- **continue** to strengthen the academic capacity and leadership of the University;
- **cultivate** a high level performance culture by reviewing and refining the appraisal and Performance-Based Reward System to motivate and reward high achievers;
- **enhance** the awareness of the already sound internal controls, and promote the management of risk;
- **review and streamline** oversight and approval processes at all levels;
- **enhance** operational efficiency by promoting a culture of continuous improvement and introducing best practice from industry; and
- **expand and diversify** funding sources to ensure the long-term sustainability of the University.

Examples of Streamlining to Enhance Efficiency



- To save staff time and ensure a faster recruitment process, Horizon is now used to disseminate meeting documents for the University and Departmental Review Committees for personnel-related exercises.
- The calculation of statutory annual staff leave has been automated to ensure easier monitoring and legal compliance.
- A bank direct payment function has been set up to pay vendors and to print cheques by laser printer, saving staff time in printing, signing and mailing cheques.

Increase in the Amount of Funding Sources



The revenue from non-UGC funding sources (including mainly self-financed teaching programmes, consultancy projects and donations) increased by about 13% between 2013/14 and 2015/16.



2. Working towards a sustainable infrastructure

Creating a green campus and a sustainable infrastructure is one of the strategic goals of the University in the longer term. In the short- and medium-term, we continue to strengthen the coverage of wired and wireless networks in every corner of the campus; leverage data, cloud technology and mobile applications to facilitate learning and teaching; encourage and promote the move towards paperless meetings; secure donations and raise funds to support the construction of student hostels; and set up further sustainability goals and policies covering green building retrofitting, carbon emissions reductions, water and waste recycling, and renewable energy.

With these aims, we will:

- **review** information technology strategy and campus infrastructure to facilitate student learning and student support services;
- **create or construct** new academic space for teaching and research;
- **expand** student accommodation for more non-local and self-financed students; and
- **promote** the development of a sustainable campus.

'Nature and I as One' – Eco-Garden



The Eco-garden project is a collaboration between the Department of Science and Environmental Studies and Estates Office to showcase the concept of ecosystem and sustainability. The project comprises various eco-facilities to create habitats that attract butterflies with plant selection. It also demonstrates an aquaponics system showing the sustainable eco-cycle of vegetation and fisheries. Adjacent to the aquaponics system is an eco-pond which provides a productive system for creatures that rely on aquatic habitats, and that helps sustain environmental stability. On the organic farmland, crops are grown in an environmentally friendly and sustainable manner. Only organic practices are used to manage pests and maintain soil fertility. The Eco-garden demonstrates the potential of renewable energy by using photovoltaic panels and wind turbines to generate electricity for its facilities. The surplus electricity is fed to the Power Company's network for supplying electricity to other users.

The Eco-garden also functions as an on-campus educational platform to carry out field- and service-based learning activities as well as support staff research on topics concerning environmental education. It also provides eco-tours to the general public. Since the Garden's opening in March 2016, 450 visitors from schools and community bodies have participated in these tours.

Library Renovation



The spatial reorganisation of Mong Man Wai (MMW) Library: An improvement to G/F – 4/F of the MMW Library, representing around 7,700 square metres of gross floor area was renovated from 2014-16 in phases. The renovated Library facilitates modern learning modes and better demarcation of zoning, with a Learning Commons style environment nurturing social and collaborative learning on LP/F, G/F and 1/F, a quiet study area on 2/F and 3/F, and a silent research area on 4/F.



3. Going beyond a caring organisation

Since 2005, the University has been named a caring organisation, an honour in recognition of its enduring efforts in caring for the community, the employees and the environment. To ensure the sustainability of the University's caring culture, we will continue to foster a positive and can-do attitude by organising regular education programmes, workshops and promotion campaigns on campus, and volunteering teams for community service.

Thus, we will:

- **promote** the concept of social responsibility within and beyond the University community;
- **increase** the diversity of the workforce by employing more people with disabilities or special needs; and
- **engage** social enterprises in delivering services to our University community.

Action by Care – Move for Good



In January 2016, a University-wide campaign 'Action By Care – Move for Good' was launched. During the 21-day campaign period, more than 3.1 million calories were burnt by 530 staff and students for conversion into gifts of money. The money was then used to purchase 3,500 kg of rice that was equally donated to three beneficiary organisations, namely Food Grace, People's Food Bank, and Pei Ho Barbecue Restaurant to support the needy. Staff and students alike jointly participated in visits, distributing rice and other supplies to families in need.

Family-friendly Employment Practices



The University has all along been promoting the 'Family-friendly Employment Practices' through such practices as flexi-working hours, a five-day work week and a breastfeeding friendly workplace policy for its staff members. Well before the introduction of Statutory Paternity Leave by the Government in 2015, the University introduced its Paternity Leave policy in 2010 for eligible male staff.

Organ Donation



The University has signed up to the Organ Donation Promotion Charter to help put across its message to staff, students and alumni. Circulars and reminders were issued to encourage them to enrol in the donor registry and to solicit support from their families and friends.

Employment of People with Special Needs



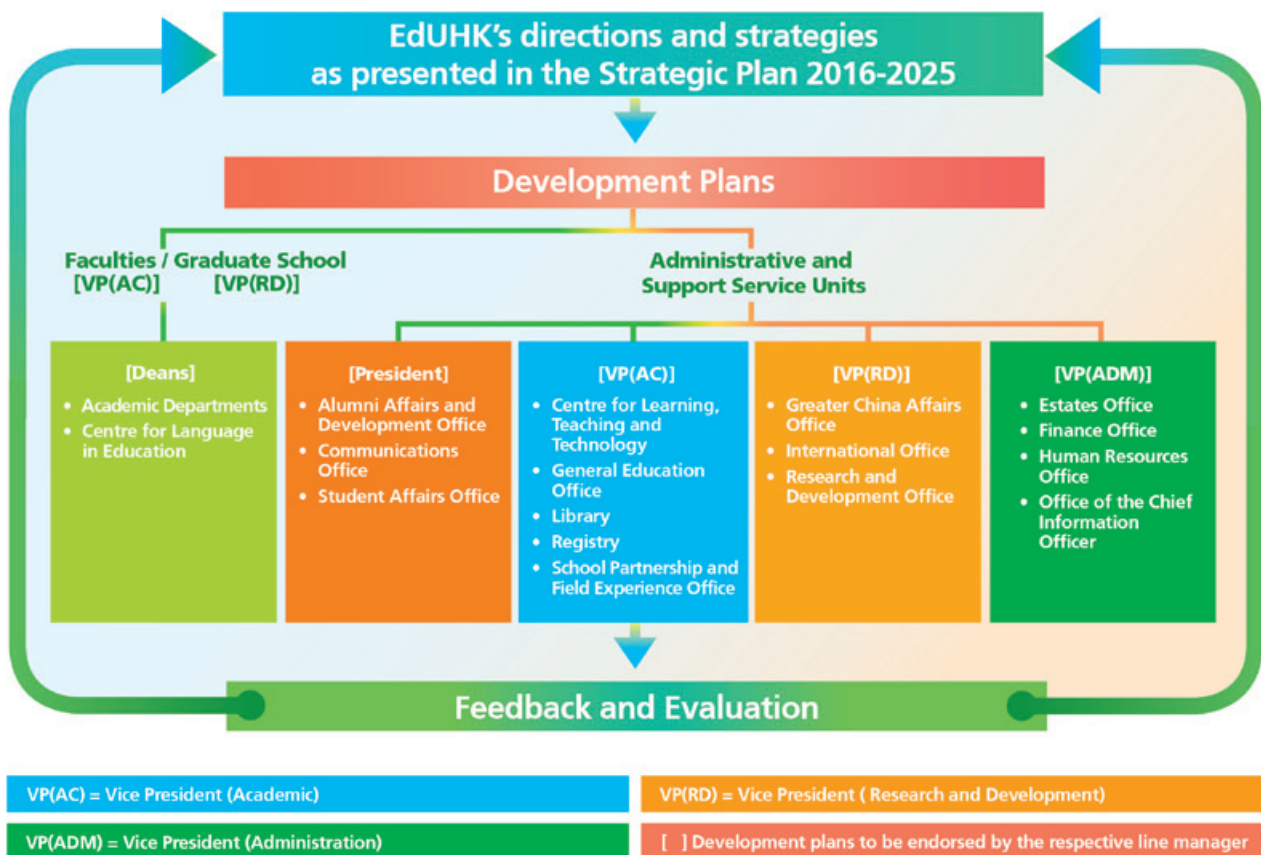
As a caring organisation and a good corporate citizen, the University has a history of employing staff members with special needs. The University will continue this good practice when suitable vacancies arise.

Implementation and Evaluation

This Strategic Plan is the official statement of the University's priorities and objectives in the coming decade. It also provides the framework for all units at the University to formulate and align their Development Plans with the University's strategic directions.

Given the changing global and local contexts, this ten-year Strategic Plan is not static and will be revisited and reviewed to give flexibility for the University to make revisions whilst drawing up short-term, medium-term and long-term directions. Annual reviews will be conducted with interim reports to be released in 2019 and 2022.

The flow chart below shows how the Strategic Plan will be implemented by the various units of the University describing how these processes feed back into the plan and thus maintaining its direction.



Achievements Highlights 2013-2016

Numerous institutional developments have taken place in the three years since we rolled out the Strategic Plan for 2013-2016. At the top of the chart was our quest for university title. Our years of concerted efforts finally materialised on 27 May 2016 - The Hong Kong Institute of Education (HKIEd) successfully attained its university title and became The Education University of Hong Kong (EdUHK). Another achievement has been international recognition in the area of Education. In the 2014/15 QS World University Rankings, HKIEd was ranked 3rd in Asia and 15th in the world in this area. In 2015/16, HKIEd's ranking moved up to 2nd in Asia and 12th in the world.

We are also delighted to report that most of the targets set in the previous Strategic Plan for 2013-2016 have been accomplished or are making good progress. The following are some of the highlights of what we have achieved. Grouped under the Key Strategic Areas, the list is by no means exhaustive.



Academic Development

Identification of Core Competencies of Future Teachers

We completed a large-scale Survey of Core Competencies of Future Teachers in the first quarter of 2014. The feedback given by some 1,000 school principals and their representatives prioritised positive personality, positive work attitudes, cooperation and teamwork, interpersonal skills and professional knowledge and skills as the focused areas.

Collaboration with Local Education and Wider Communities



- We continue to expand our partnership with the education community. By 2014/15, we had signed collaborative agreements with 11 major school sponsoring bodies representing 33% of the primary, secondary and special schools and 25% of the kindergartens in Hong Kong.
- Recognising the far-reaching impact of education, we have established a high-level platform – the EdUHK Foundation (previously known as HKIEd Foundation, inaugurated on 27 April 2015) – to tap into the support of the wider community in advancing the quality of teacher education, learning and teaching and research at the university.

Programme Area Accreditation

By 2014, we had successfully obtained Programme Area Accreditation status in the programme areas of Chinese Studies, English Studies and Environmental Studies with a view to further diversifying programme offerings.

New Dimensions in Education and Beyond

In 2015/16, we added new dimensions to our programme offerings and developed three new University Grants Committee (UGC)-funded Bachelor of Education programmes - the Bachelor of Education (Honours) in History, the Bachelor of Education (Honours) (Secondary) in Mathematics, and the Bachelor of Education (Honours) in Business, Accounting and Financial Studies. Other new programmes that will be offered in 2016 and the subsequent three years are the Bachelor of Education (Honours) in Chinese History, Geography and Science, as well as the Bachelor of Arts (Honours) in Special Education and Teaching Chinese as a Second Language, and the Bachelor of Social Sciences (Honours) in Global and Hong Kong Studies, among others. Worth highlighting is the UGC's support for our offer of three co-terminal double degree programmes in the new Triennium 2016-2019, which is a new milestone for our programme development.

Management Information System

The Academic Management Information System (AMIS) was implemented in 2014. AMIS provides Senior Management, heads of departments and units, and programme leaders with consolidated academic management information about KPIs/PIs to inform academic planning, implementation and development.

International and Mainland Outreach

Established in 2013, the International and Regional Learning Enhancement Fund aims to give every full-time undergraduate student the opportunity of gaining overseas learning experience. All students can thus apply for a grant for one overseas learning experience during their course of study to a maximum amount of \$10,000.



English Language Skills

To enrich cultural sensitivity and create an English-rich learning environment on campus, an International Tutors Scheme was introduced in 2014/15. These tutors facilitate English language exchanges through a variety of subjects and learning activities, such as co-curricular and hostel events, a conversational corner, debates and workshops, and they also provide language advice.

Research and Knowledge Transfer

Making Sound Progress in Research

- We were awarded HK\$13.27 million for 27 projects in the 2016/17 round of research funding applications to the Research Grants Council (RGC). The funded projects cover a wide array of subjects beyond our traditionally strong Education area. With these newly funded projects and those previously funded, our senior academics and emerging young scholars are undertaking 156 on-going projects funded by the RGC and the Central Policy Unit, with a total awarded amount of HK\$92.23 million.
- In terms of Research Postgraduate (RPg) places, we also posted significant gains. For the 2015/16 academic year, 50 RPg places were allocated to us. In light of our proven research performance, the UGC will allocate 67 RPg places to us in 2016/17, representing an increase of 34% and 46% respectively in comparison with the 2015/16 and 2014/15 academic years. The increase in RPg places is based on the award results of RGC funding schemes in the past three years from July 2012 to June 2015, and the results of the latest Research Assessment Exercise, among others. This impressive development is a reflection of our augmented research strength and capacity.

Regional and International Knowledge Exchange



We hosted prestigious regional and international conferences, seminars and forums where eminent speakers shared and exchanged their research findings. Notable examples include:

- The Third Forum for Presidents of Normal Universities in the Greater China Region in 2014
- Asia Pacific Educational Research Association (APERA) and the Hong Kong Educational Research Association (HKERA) International Conference 2014
- The International Conference on Biological Waste as Resource in 2014
- The Forum for Secondary School Principals in the Greater China Region in 2015
- The International Postgraduate Research Conference and Summer School in 2015
- The International Symposium on Innovation in Health Service Delivery in 2016

UNESCO Chair in TVET and Lifelong Learning

In early December 2015, we had our UNESCO Chair in Technical and Vocational Education and Training (TVET) and Lifelong Learning renewed for a further four years. We will continue to support UNESCO in its Skills for Work and Life initiatives, with a particular focus on the needs of marginalised and disadvantaged groups, and on the advocacy of equitable education for all.

Knowledge Transfer Initiatives

Our Knowledge Transfer (KT) strategies encourage academic units and staff to enhance the impact of their research through KT activities. To facilitate their work, and to map out policies on the protection of intellectual properties and patent and product licensing applications, a KT Unit was set up under the Research and Development Office in July 2014. At the same time, on-going KT-related activities are being held to disseminate research findings through various communication platforms including print, electronic and new media, professional development courses, local and international conferences, seminars and workshops.

Theme-based Institutional-level Research Centres

In addition to the existing research centres at institutional level – the Joseph Lau Luen Hung Charitable Trust Asia Pacific Centre for Leadership and Change, the Assessment Research Centre, and the Centre for Governance and Citizenship, a new research centre, the Academy of Hong Kong Studies, the first of its kind in Hong Kong dedicated to fostering Hong Kong studies within local tertiary institutions, was established in July 2015.

Management and Infrastructure

Space Utilisation

The UGC Alterations, Additions, Repairs and Improvements (AA&I) project for the spatial reorganisation of the Mong Man Wai Library was carried out from July 2014 to May 2016. With the completion of Phase 5, Phase 6 of the project started in mid-March 2016. This project has extended the concept of the Learning Commons on the Ground Floor and First Floor of the Library.

Green Initiatives



- The UGC AA&I project, 'Eco-garden: A sustainable landscape and learning' demonstrates the joint effort of academic and administrative departments in creating environmentally friendly, learning and culturally rich facilities for teaching and learning. The project was completed at the end of February 2016.
- We were awarded the Bronze Award of the GREEN^{PLUS} Award in September, 2015, by CLP Power Hong Kong Limited, under the 'Public Organisation, Utility, University' category. There were over 5,000 applications and we were the only tertiary institution selected among the 64 winning organisations with outstanding performance in energy saving and environmental awareness.

Expanding Staff Capacity

- We proactively supported the development of all staff members, and reviewed policies on staff development, exchange and sabbatical leave.
- We adopted a proactive succession strategy which prepares staff at Lecturer, Assistant Professor and Associate Professor levels for extended roles and academic advancement.
- We continued the strengthening of our academic capacity and leadership through global strategic recruitment.

Enhancing Governance and Management

- We promoted people-based governance by encouraging active participation and consultation.
- We improved our organisational efficiency and responsiveness with a culture that is responsive to change, while encouraging self-improvement, trust and mutual support.



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